

Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive Expressive writing includes personal narratives , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.		
Kindergarten	Grade 1	Grade 2
PO 1. Create narratives by drawing, dictating, and/or emergent writing .	PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	<i>PO 1. Write a narrative that includes:</i> a. a main idea based on real or imagined events b. character(s) c. a sequence of events
PO 2. Participate in writing simple poetry, rhymes , songs, or chants.	<i>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</i>	PO 2. Write simple poetry, rhymes , or chants.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

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Words shown in bold print are referenced in the glossary.

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 1: Expressive Expressive writing includes personal narratives , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.		
Grade 3	Grade 4	Grade 5
PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: <ul style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events 	<i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i> <ul style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events 	<i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i> <ul style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events
PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</i> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	<i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</i> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format

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Writing Standard Articulated by Grade Level

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Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.		
Grade 6	Grade 7	Grade 8
PO 1. Write a narrative that includes: <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format 	PO 1. Write a <i>narrative</i> that includes: <ul style="list-style-type: none"> a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i> b. <i>effectively developed characters</i> c. <i>a clearly described setting</i> d. <i>dialogue, as appropriate</i> e. <i>figurative language, or descriptive words and phrases to enhance style and tone</i> PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ: <ul style="list-style-type: none"> a. <i>figurative language</i> b. <i>rhythm</i> c. <i>dialogue</i> d. <i>characterization</i> e. <i>plot</i> f. <i>appropriate format</i> 	PO 1. Write a <i>narrative</i> that includes: <ul style="list-style-type: none"> a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i> b. <i>effectively developed characters</i> c. <i>a clearly described setting</i> d. <i>dialogue, as appropriate</i> e. <i>figurative language, or descriptive words and phrases to enhance style and tone</i> PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ: <ul style="list-style-type: none"> a. <i>figurative language</i> b. <i>rhythm</i> c. <i>dialogue</i> d. <i>characterization</i> e. <i>plot</i> f. <i>appropriate format</i>

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

High School: Grade 9

PO 1. Write a **personal narrative** that:

- a. describes a sequence of events, focusing on one incident experienced by the author
- b. sets scenes and incidents in specific times and places
- c. describes with specific details the sights, sounds, and smells of the scenes
- d. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**)

Example: Write an autobiographical account of a time when you had to make an important decision.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

High School: Grade 10

PO 1. Write a **reflective personal narrative** that:

- a. describes a sequence of events, communicating the significance of the events to the audience
- b. sets scenes and incidents in specific times and places
- c. describes with specific details the sights, sounds, and smells of the scenes
- d. describes with specific details the actions, movements, gestures, and feelings of the characters
- e. uses **interior monologue**
- f. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**)

Example: Select a quotation that is particularly meaningful to you. Explain the significance of the quotation to your life.

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

High School: Grade 11

PO 1. Write in a variety of expressive forms (e.g. poetry, short story, drama) that:

- a. use voice and style appropriate to audience and purpose
- b. organize ideas in writing to ensure coherence, logical progression, and support
- c. employ literary devices (e.g., **irony**, **conceit**, **foreshadowing**, **symbolism**) to enhance style and voice

Example: Write a contemporary version of “The Raven” by Edgar Allan Poe.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

High School: Grade 12

PO 1. *Write in a variety of expressive forms (e.g. poetry, fiction, autobiography, **narrative**, drama) that:*

- a. *use voice and style appropriate to audience and purpose*
- b. *organize ideas in writing to ensure coherence, logical progression, and support*
- c. *employ literary devices (e.g., **irony**, **conceit**, **flashback**, **foreshadowing**, **symbolism**, **allusion**) to enhance style and voice*

Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

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Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.		
Kindergarten	Grade 1	Grade 2
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing. PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M01-S2C1)	PO 1. Write expository texts (e.g., labels, lists, observations, journals). <i>PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M02-S2C1; R02-S3C1-04, R02-S3C1-05)</i>

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Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.		
Grade 3	Grade 4	Grade 5
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. PO 2. Write an expository paragraph that contains: <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> <i>PO 2. Write an expository paragraph that contains:</i> <ul style="list-style-type: none"> a. <i>a topic sentence</i> b. <i>supporting details</i> c. <i>relevant information</i> <i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i>	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> <i>PO 2. Write an expository paragraph that contains:</i> <ul style="list-style-type: none"> a. <i>a topic sentence</i> b. <i>supporting details</i> c. <i>relevant information</i> <i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i>

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Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.		
Grade 6	Grade 7	Grade 8
<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> PO 2. Write a summary based on the information gathered that include(s): <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information (See R06-S3C1-02) PO 3. Write a process essay that includes: <ul style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> PO 2. Write a summary based on the information gathered that include(s): <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information (See R07-S3C1-02) PO 3. Write a process essay that includes: <ul style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs 	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> PO 2. Write a summary based on the information gathered that include(s): <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information (See R08-S3C1-02) PO 3. Write an explanatory essay that includes: <ul style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs

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Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

High School: Grade 9

PO 1. Write an explanatory, multi-paragraph essay that:

- a. includes background information to establish the **thesis (hypothesis, essential question)**, as appropriate
- b. states a **thesis (hypothesis, essential question)** with a narrow focus
- c. includes **evidence** in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons
- d. communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate
- e. attributes sources of information as appropriate
- f. includes a topic sentence for each body paragraph
- g. includes relevant factors and variables that need to be considered
- h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate
- i. includes an effective conclusion

Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.

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Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

High School: Grade 10

PO 1. *Write an explanatory, multi-paragraph essay that:*

- a. *includes background information to establish the **thesis (hypothesis, essential question)**, as appropriate*
- b. *states a **thesis (hypothesis, essential question)** with a narrow focus*
- c. *includes **evidence** in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons*
- d. *communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate*
- e. *attributes sources of information, as appropriate*
- f. *includes a topic sentence for each body paragraph*
- g. *includes relevant factors and variables that need to be considered*
- h. *includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate*
- i. *includes an effective conclusion*

Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.

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Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

High School: Grade 11

PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:

- a. *includes background information to establish the **thesis (hypothesis, essential question)**, as appropriate*
- b. *states a **thesis (hypothesis, essential question)** with a narrow focus*
- c. *includes **evidence** in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons*
- d. *communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate*
- e. *attributes sources of information, as appropriate*
- f. *includes a topic sentence for each body paragraph*
- g. *includes relevant factors and variables that need to be considered*
- h. *includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate*
- i. *includes an effective conclusion*

Example: Compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville's analysis was, and how his views of society reflect the United States today.

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Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

High School: Grade 12

- PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:*
- a. includes background information to set up the **thesis (hypothesis, essential question)**, as appropriate*
 - b. states a **thesis (hypothesis, essential question)** with a narrow focus*
 - c. includes **evidence** in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons*
 - d. communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate*
 - e. attributes sources of information as appropriate*
 - f. includes a topic sentence for each body paragraph*
 - g. includes relevant factors and variables that need to be considered*
 - h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate*
 - i. includes an effective conclusion*

Example: Compose an essay explaining how your school's service learning program has identified and addressed a community problem.

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.		
Kindergarten	Grade 1	Grade 2
PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R00-S3C2; M00-S2C1)	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R01-S3C2; M01-S2C1)	<i>PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</i> (See R02-S3C2; M02-S2C1)
PO 2. Participate in writing communications, with teacher as scribe, including: a. friendly letters b. thank-you notes	<i>PO 2. Participate in writing communications, with teacher as scribe, including:</i> a. friendly letters b. <i>thank-you notes</i>	PO 2. Write communications, including: a. friendly letters b. thank-you notes

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Grade 3	Grade 4	Grade 5
<p><i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R03-S3C2; M03-S2C1)</p> <p>PO 2. Write communications, including:</p> <ul style="list-style-type: none"> a. <i>thank-you notes</i> b. friendly letters c. formal letters d. <i>messages</i> e. <i>invitations</i> <p>PO 3. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	<p><i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R04-S3C2; M04-S2C1)</p> <p>PO 2. Write communications, including:</p> <ul style="list-style-type: none"> a. <i>thank-you notes</i> b. friendly letters c. formal letters d. <i>messages</i> e. <i>invitations</i> <p>PO 3. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	<p><i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R05-S3C2; M05-S2C1)</p> <p>PO 2. Write communications, including:</p> <ul style="list-style-type: none"> a. <i>thank-you notes</i> b. friendly letters c. formal letters d. <i>messages</i> e. <i>invitations</i> <p>PO 3. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i>

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Grade 6	Grade 7	Grade 8
PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics , labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)	<i>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R07-S3C2; M07-S2C1)	<i>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R08-S3C2; M08-S2C1)
PO 2. Write a friendly letter that includes a: <ul style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature 	<i>PO 2. Write a friendly letter that includes a:</i> <ul style="list-style-type: none"> a. <i>heading</i> b. <i>salutation</i> c. <i>body</i> d. <i>closing</i> e. <i>signature</i> 	<i>PO 2. Write a friendly letter that includes a:</i> <ul style="list-style-type: none"> a. <i>heading</i> b. <i>salutation</i> c. <i>body</i> d. <i>closing</i> e. <i>signature</i>
PO 3. Write a formal letter that follows a conventional business letter format.	<i>PO 3. Write a formal letter that follows a conventional business letter format.</i>	<i>PO 3. Write a formal letter that follows a conventional business letter format.</i>
<i>PO 4. Address an envelope for correspondence that includes:</i> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	<i>PO 4. Address an envelope for correspondence that includes:</i> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i> 	<i>PO 4. Address an envelope for correspondence that includes:</i> <ul style="list-style-type: none"> a. <i>an appropriate return address</i> b. <i>an appropriate recipient address</i>

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Strand 3: Writing Applications

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

High School: Grade 9

PO 1. Write a business letter that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional business letter format (e.g., block, modified block, email)

Example: Write a letter of complaint expressing a consumer problem you've experienced.

PO 2. Address an envelope for correspondence that includes:

- a. *an appropriate return address*
- b. *an appropriate recipient address*

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

High School: Grade 10

PO 1. Write a business letter and/or memo that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional format (e.g., block, modified block, memo, email)

Example: Write a letter requesting an informational interview with a person in a career area that interests you.

PO 2. Address an envelope for correspondence that includes:

- a. *an appropriate return address*
- b. *an appropriate recipient address*

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Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

High School: Grade 11

PO 1. Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional format

Example: Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the job description. (See R11-S3C2)

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

High School: Grade 12

PO 1. Write a work-related document (e.g., *resume, application essay, minutes, memo, cover letter, speaker introduction, letter of recommendation, technical manual*) that:

- a. *presents information purposefully and succinctly to meet the needs of the intended audience*
- b. *follows a conventional format*

Example: Write a resume outlining job experience, extra-curricular activities and other skills, formatted for the intended audience. (See R12-S3C2)

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Arizona Department of Education – Standards Based Teaching and Learning

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.		
Kindergarten	Grade 1	Grade 2
(Grades 3-HS)	(Grades 3-HS)	(Grades 3-HS)

Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.		
Grade 3	Grade 4	Grade 5
PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. (See R03-S3C3)	<i>PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</i> (See R04-S3C3)	<i>PO 1. Write persuasive text (e.g., advertisement, paragraphs) that attempts to influence the reader.</i> (See R05-S3C3)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.		
Grade 6	Grade 7	Grade 8
PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ul style="list-style-type: none">a. establishes and develops a controlling ideab. supports arguments with detailed evidencec. includes persuasive techniquesd. excludes irrelevant information (See R06-S3C3)	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i> <ul style="list-style-type: none">a. establishes and develops a controlling ideab. supports arguments with detailed evidencec. includes persuasive techniquesd. excludes irrelevant informatione. attributes sources of information when appropriate (See R07-S3C3)	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i> <ul style="list-style-type: none">a. establishes and develops a controlling ideab. supports arguments with detailed evidencec. includes persuasive techniquesd. excludes irrelevant informatione. attributes sources of information when appropriate (See R08-S3C3)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

High School: Grade 9

PO 1. Write a persuasive composition (e.g., business letter, essay) that:

- a. states a position or claim
- b. presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling)

(See R09-S3C3)

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

High School: Grade 10

PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:

- a. *states a position or claim*
- b. *presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals*
- c. *attributes sources of information when appropriate*
- d. *structures ideas*
- e. *addresses the reader's concerns*

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

(See R10-S3C3)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

High School: Grade 11

- PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:
- states a position or claim
 - presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals
 - attributes sources of information when appropriate
 - structures ideas
 - acknowledges and refutes opposing arguments

Example: Write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, affirmative action).
(See R11-S3C3)

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

High School: Grade 12

- PO 1. *Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:*
- states a position or claim*
 - presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals*
 - attributes sources of information when appropriate*
 - structures ideas*
 - acknowledges and refutes opposing arguments*

Example: Write a public service announcement persuading citizens to vote.
(See R12-S3C3)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.		
Kindergarten	Grade 1	Grade 2
PO 1. Participate in a group discussion, based on a literature selection, that identifies the: <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events (See R00-S2C1)	PO 1. Write a response to a literature selection identifies the: <ul style="list-style-type: none"> a. <i>character(s)</i> b. setting c. <i>sequence of events</i> d. main idea (See R01-S2C1)	<i>PO 1. Write a response to a literature selection identifies the:</i> <ul style="list-style-type: none"> a. <i>character(s)</i> b. setting c. <i>sequence of events</i> d. main idea e. <i>problem/solution</i> (See R02-S2C1)
PO 2. Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R00-S2C1)	PO 2. Participate in a group response to a given piece of literature that connects: <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R01-S2C1)	PO 2. Write a response to a literature selection that connects: <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R02-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.		
Grade 3	Grade 4	Grade 5
<p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R03-S2C1)</p> <p>PO 2. Write a book report or review that may identify the:</p> <ul style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. problem/solution <p>(See R03-S2C1)</p> <p><i>PO 3. Write a response to a literature selection that connects:</i></p> <ul style="list-style-type: none"> a. <i>text to self (personal connection)</i> b. <i>text to world (social connection)</i> c. <i>text to text (compare within multiple texts)</i> <p>(See R03-S2C1)</p>	<p><i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</i> (See R04-S2C1)</p> <p>PO 2. Write a book report or review that identifies the:</p> <ul style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution <p>(See R04-S2C1)</p> <p>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</p> <ul style="list-style-type: none"> a. evidence from the text b. personal experience c. comparison to other text/media <p>(See R04-S2C1)</p>	<p><i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</i> (See R05-S2C1)</p> <p><i>PO 2. Write a book report or review that identifies the:</i></p> <ul style="list-style-type: none"> a. main idea b. <i>character(s)</i> c. setting d. <i>sequence of events</i> e. conflict/resolution <p>(See R05-S2C1)</p> <p><i>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</i></p> <ul style="list-style-type: none"> a. <i>evidence from the text</i> b. <i>personal experience</i> c. <i>comparison to other text/media</i> <p>(See R05-S2C1)</p>

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.		
Grade 6	Grade 7	Grade 8
PO 1. Write a response to literature that: a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner (See R06-S2C1)	PO 1. <i>Write a response to literature that:</i> a. <i>presents several clear ideas</i> b. <i>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i> c. <i>relates own ideas to supporting details in a clear and logical manner</i> (See R07-S2C1)	PO 1. <i>Write a response to literature that:</i> a. <i>presents several clear ideas</i> b. <i>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i> c. <i>relates own ideas to supporting details in a clear and logical manner</i> d. <i>provides support adequate to the literary selection (e.g., short poem vs. novel)</i> (See R08-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

High School: Grade 9

PO 1. Write a literary analysis that:

- a. describes the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)
- b. explains different elements of **figurative language**, (i.e., **simile, metaphor, personification, hyperbole, symbolism, allusion**, and **imagery**) in a literary selection
- c. compares works within a literary **genre** that deal with similar **themes** (e.g., compare two short stories or two poems)

Example: Write an essay about different characters in "The Necklace" by Guy de Maupassant explaining how each serves to move forward the plot.

(See R09-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature.

High School: Grade 10

PO 1. *Write a literary analysis that:*

- a. analyzes the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)
- b. analyzes different elements of **figurative language** (i.e., **simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery**) in a literary selection
- c. compares the illustration of the same **theme** in two different literary **genres**, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)
- d. identifies how an author's choice of words and **imagery** sets the **tone** and advances the work's **theme**

Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme.

(See R10-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature.

High School: Grade 11

PO 1. Write a literary analysis that:

- a. evaluates the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)
- b. interprets different elements of **figurative language** (i.e., **simile, metaphor, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit**) with emphasis on how the author's use of language evokes readers' emotions
- c. analyzes the way in which the **theme**, or meaning of a selection, represents a view or comment on life, providing textual **evidence** for the identified theme
- d. explains the writer's use of **irony, contradictions, paradoxes, incongruities**, and **ambiguities** in a literary selection
- e. analyzes an author's development of time and sequence through the use of complex literary devices such as **foreshadowing** and **flashbacks**
- f. explains how meaning is enhanced through various features of poetry, including sound (e.g., **rhythm, repetition, alliteration, consonance, assonance**), structure (e.g., **meter, rhyme scheme**), and graphic elements (e.g., line length, punctuation, word position)

Example: Write an essay about F. Scott Fitzgerald's use of symbolism in *The Great Gatsby*.

(See R11-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature.

High School: Grade 12

PO 1. Write literary analyses that:

- a. *evaluates the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)*
- b. *interprets **figurative language** (i.e., **personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, allegory**) with emphasis upon how the writer uses language to evoke readers' emotions*
- c. *explains how meaning is enhanced through various features of poetry, including sound (e.g., **rhythm, repetition, alliteration, consonance, assonance**), structure (e.g., **meter, rhyme scheme**), graphic elements (e.g., **line length, punctuation, word position**)*
- d. *analyzes a writer's word choice and **imagery** as a means to appeal to the reader's senses and to set the **tone**, providing **evidence** from the text to support the analysis,*
- e. *describes the function of **dialogue**, scene design, **soliloquies, asides**, and/or **character foils** in dramatic literature,*
- f. *compares literary texts that express a universal theme, providing textual **evidence** (e.g., examples, details, quotations) as support for the identified **theme***
- g. *analyzes characteristics of subgenres (e.g., **satire, parody, allegory**) that overlap or cut across the lines of **genre** classifications such as poetry, novel, drama, short story, essay or editorial*

Example: Write an essay comparing and contrasting the realities of war as presented in "Dulce Et Decorum Est" by Wilfred Owen and *All Quiet on the Western Front* by Erich Maria Remarque.

(See R12-S2C1)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.		
Kindergarten	Grade 1	Grade 2
PO 1. Participate in a creating a simple class report where the teacher is the scribe.	PO 1. Write a simple report with a title and three facts, using informational sources. (See R01-S3C1)	PO 1. Locate and use informational sources to write a simple report that includes: a. a title b. a main idea c. supporting details (See R02-S3C1-03, -04, -05)

Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.		
Grade 3	Grade 4	Grade 5
PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). (See R03-S3C1-03, -04, -05)	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). (See R04-S3C1-04, -05, -06)	<i>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</i> (See R05-S3C1-04, -05, -06)
PO 2. Organize notes in a meaningful sequence. (See R03-S3C1-03, -04, -05)	<i>PO 2. Organize notes in a meaningful sequence.</i> (See R04-S3C1-04, -05, -06)	<i>PO 2. Organize notes in a meaningful sequence.</i> (See R05-S3C1-04, -05, -06)
PO 3. Write an informational report that includes main idea(s) and relevant details. (See R03-S3C1-03, -04, -05)	<i>PO 3. Write an informational report that includes main idea(s) and relevant details.</i> (See R04-S3C1-04, -05, -06)	<i>PO 3. Write an informational report that includes main idea(s) and relevant details.</i> (See R05-S3C1-04, -05, -06)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.		
Grade 6	Grade 7	Grade 8
PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes: <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details (See R06-S3C1-05, -06, -07)	<i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i> <ul style="list-style-type: none"> a. <i>paraphrasing to convey ideas and details from the source</i> b. main idea(s) and relevant details (See R07-S3C1-05, -06, -07, -08)	<i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i> <ul style="list-style-type: none"> a. <i>paraphrasing to convey ideas and details from the source</i> b. main idea(s) and relevant details (See R08-S3C1-05, -06, -07, -08)
<i>PO 2. Write an informational report that includes:</i> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used (See R06-S3C1-05, -06, -07)	<i>PO 2. Write an informational report that includes:</i> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used (See R07-S3C1-05, -06, -07, -08)	<i>PO 2. Write an informational report that includes:</i> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used (See R08-S3C1-05, -06, -07, -08)

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

High School: Grade 9

PO 1. Write an essay that:

- a. incorporates **evidence** in support of a **thesis** or claim
- b. integrates information from two or more pieces of research information
- c. integrates direct quotes
- d. cites sources

Example: Write an essay about water conservation in the desert.

(See R09-S3C1-03 -04, -05; R10-S3C1-03 -04, -05)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

High School: Grade 10

PO 1. Write a research report that:

- a. incorporates **evidence** in support of a **thesis** or claim
- b. integrates information from two or more pieces of primary and/or secondary research information
- c. makes distinctions between the relative value and significance of specific data, facts, and ideas
- d. integrates direct quotes
- e. uses **internal citations**
- f. includes a works cited, bibliography, or reference page

Example: Write a report on the Globe Theatre explaining its significance in the development of Shakespeare's works.

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Writing Standard Articulated by Grade Level

Strand 3: Writing Applications

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

High School: Grade 11

PO 1. Write a research product that:

- a. incorporates **evidence** in support of a **thesis** or claim
- b. integrates information and ideas from multiple **primary** and **secondary sources**
- c. makes distinctions between the relative value and significance of specific data, facts, and ideas
- d. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate
- e. integrates direct quotes
- f. uses **internal citations**
- g. includes a works cited, bibliography, or reference page

Example: Choose a post-secondary institution and research its relevance to your future goals.

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

High School: Grade 12

PO 1. *Write a research product that:*

- a. *incorporates **evidence** in support of a **thesis** or claim*
- b. *integrates information and ideas from multiple **primary** and **secondary sources***
- c. *makes distinctions between the relative value and significance of specific data, facts, and ideas*
- d. *includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate*
- e. *integrates direct quotes*
- f. *uses **internal citations***
- g. *includes a works cited, bibliography, or reference page*

Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.

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